

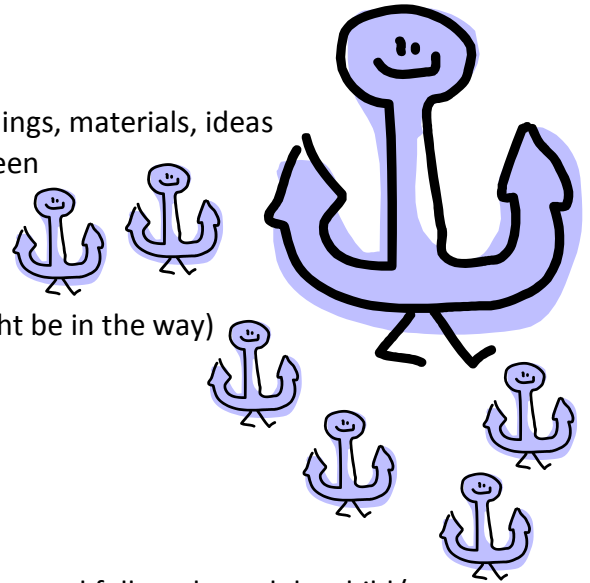
CONCEPT: Anchoring

What is "Anchoring"? Anchoring refers to the adult being engaged in a focused way with the child/ren. This may include: sitting down / playing / chatting with the child/ren.

What is the purpose of Anchoring? When a supportive adult is engaged with children, their sense of safety and well being is increased, thereby allowing them to engage more freely in interactions, play and other activities.

The role of the teacher when s/he is Anchoring:

- Providing a sense of safety and a safe haven - for children's feelings, materials, ideas
- Mediator for children - problem solving and interpreting between children / helping children find words
- Helping children self regulate - breath, take a pause, reflect
- Facilitator of play / play partner
- Prop manager (offer toys to extend play; clear up toys that might be in the way)
- Interpreter / narrator



BENEFITS OF ANCHORING:

- Building a relationship with each child
- Boosting children's sense of self
- Sitting / being with children at their level can increase connection and follow through by child/ren
- Opportunity to role model play and social skills to children
- Offering new ideas and materials to extend play as needed allows for success in children's play
- Supporting problem solving
- Modeling turn taking, providing verbal cues and vocabulary
- Scaffolding or bridging play
- Increase child's opportunities to practice play skills
- Ability to bring delight and humour into the program
- Helps the teacher to observe the children's strengths, needs, preferences and abilities
- Helps the teacher to observe and record play / triggers / specific behaviours

WHAT GETS IN THE WAY OF USING THIS CONCEPT?

- Time / other program responsibilities
- Potential discomfort (as adults) to engage
- Other factors?

WHAT TO CONSIDER?

- Teachers monitoring their spacing with each other - i.e. spaced throughout the room, with groups of children
- Awareness of the room - i.e. moving to busy areas where behaviour may escalate (anticipating and getting ahead of the behaviours)

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